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ABSTRACT

Supplemental instructional and reading materials for secondary level Latin instruction are classified, annotated, and evaluated. Most are produced by individual instructors for their own use and published in newsletters, classical journals, or conference reports. Categories of materials include: narrative texts, poetic texts, dialogues and dramas, games and puzzles, graphics, worksheets and activities, and miscellaneous. Each entry is annotated concerning the item's contents, and evaluated both objectively on the complexity of the grammar and vocabulary used, and subjectively on its effectiveness in accomplishing its purpose. Standard grade-level proficiency criteria are used for the objective evaluation. In addition, each teaching aid is evaluated in terms of its cultural relevance: whether its content is primarily historical or contemporary. The subjective evaluation is concerned with whether the material is primarily instructional, covering a specific grammatical point, or motivational, i.e., designed for the student's enjoyment. It is concluded that although the materials included are plentiful, much more is needed, as are a standardized system of classification and evaluation and a permanent record of materials available. (MSE)

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AN ANALYSIS OF SUPPLEMENTAL RESOURCES FOR THE TEACHING OF LATIN IN SECONDARY SCHOOLS

by

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INTRODUCTION

Teachers at the secondary level are presented with a myriad of problems as they attempt to instruct their students. Some of the problems are common across all disciplines, others are a product of the course itself. For instance, no matter what the field of instruction and no matter what the age of the learner , creativity in the presentation of the essentials of the course is necessary. The degree of creativity required, however, is dictated by the subject matter and the age of the students being taught.

In the specific case of foreign languages, study of the language requires a constant repetition and reinforcement in order for basic grammatical skills and vocabulary to be acquired. It also necessitates frequent assessment in order to insure that progress occurs. This need for repetition, reinforcement and assessment demands of the language teacher much creative enery if the interest of the students is to be maintained.

Even within the broad area of "foreign languages" it is important to distinguish between modern "living" languages like French, German, Spanish or Russian and the classical languages, Latin and Greek. The teaching task for the former is made easier because these languages are in contemporary use. They contain idioms, vocabulary and references which are culturally relevant for the modern student. Subject matter pertaining to current events, issues, problems or questions is readily attainable. With

the classical languages the teacher is limited to the ancient contexts in which Latin and Greek were used, except where enterprising advocates of these languages have tried to create contemporary texts. The result of this simple historical fact is that resources for teachers are abundant in modern languages while the same kinds of materials are difficult to find for Latin and Greek, that is, materials that are "culturally alive".

Supplemental resources are of critical importance in teaching languages at the secondary level. Student interest, necessary for genuine progress, cannot usually be sustained on the basis of grammar texts or works like Caesar's Gallic Wars. Supplemental resources are available, but few attempts have been made to collect, classify and evaluate them. The American Classical League, for example, supports a "Teaching Materials and Resource Center" which acts as a clearing house for educational aids in Latin and Greek. Similarly, the periodical The Classical Outlook includes sections devoted to the sharing of resources for teaching, usually created and contributed by readers on the basis of their own classroom teaching. A system for classifying and evaluating such resources has not been developed, however, even though classification and evaluation are essential if the materials are to be more accessible.

STATEMENT OF THE PROBLEM

The teaching of Latin has presented special problems for instructors in secondary schools because Latin is not considered a "spoken" or "living" language. Standard textbooks and grammars have been based primarily on historical texts and the language learned primarily by dissecting and reconstructing extant classical literature. Since there is no current idiom in Latin, meaningful teaching aids such as dialogues, plays, films, games and extra readings abundantly available to teachers of modern languages have been difficult to find for Latin.

JUSTIFICATION FOR THE STUDY

Latin is an important language in its own right but it is also an excellent model of structure and discipline. Through its syntactical precision and regular inflectional patterns Latin can improve a student's knowledge of English grammar, enhance organizational skills and strengthen study habits. Despite its usefulness, Latin has lost part of its former prominence in American education. Modern "spoken" and "living" languages offer the benefits of learning a second language while at the same time providing a wealth of material drawn from contemporary culture, thus making them more attractive to students.

Supplemental materials which attempt to make the study of Latin more interesting do exist for instructors. Most of these materials, however, do not successfully bridge the gap between ancient and contemporary cultures. Extra readings are usually versions or adaptations of ancient texts rather then innovative appropriations of elements from contemporary experience. Furthermore, for the modern sources that have been developed no system of classification or evaluation has been created.

The purpose of this project has been to collect, evaluate, and classify the resources that have appeared over the years. Most supplemental materials have been produced by individual instructors for their own use and published only in newsletters, classical journals, or conference reports. Consequently there is a need for an organized approach in exploring and analyzing these materials.

ORGANIZATION OF THE STUDY

The stated purpose of the project is to classify and evaluate supplemental resources for teaching Latin. The annotated bibliography provided is, therefore, divided according to a classification system which will help an instructor choose the type of resource needed. These categories are simply descriptive of the major types of materials produced. Each entry will be followed by an

annotation describing its contents. The categories are as follows:

I. Narrative Texts
II. Poetic Texts
III. Dialogues, Dramas
IV. Games, Puzzles
V. Graphics
VI. Worksheets, Activities
VII. Miscellaneous

The task of evaluation, in some ways more difficult than classification, requires both objective analysis on the basis of specific (and generally agreed upon) criteria, and more subjective interpretation of the effectiveness of the resource in accomplishing its purpose. The objective evaluation is based on the complexity of the grammar and vocabulary used in the resource. Standard criteria for proficiency expected at the end of annual grade levels have been adopted:

Level 1 - All tenses active and passive
All five declensions
Common place constructions
Indirect statements

Level 2 - Infrequent place constructions
All uses and tenses of the subjunctive

Use of the future passive participle

Caesar's Gallic Wars or Civil War

Level 3 - Oratory style (Cicero)

Level 4 - Poetry (Virgil, Ovid, Catullus, et al.)

In addition, each teaching aid has been evaluated in terms of its "cultural relevance"; that is, whether its content is primarily historical (set in the context of ancient Rome, for example) or contemporary (such as a Latin translation of a modern story). The subjective evaluation has been concerned with whether the material is primarily instructional, covering a specific grammatical point or increasing vocabulary, or motivational, designed simply for the enjoyment of the student as a break from stricter instructional purpose.

The following key will be used to summarize these criteria in the evaluation concluding the annotation:

KEY: A. Level of Competence

1. First Year Latin
2. Second Year Latin
3. Third Year Latin
4. Fourth Year Latin

B. Cultural Relevance

1. Historical
2. Contemporary

C. Purpose

1. Motivational

2. Instructional

At the end of each annotation the word "KEY" will appear, followed by references indicating the evaluation. Thus an entry might conclude with:

KEY: A.2, B.1, C.1

This would mean that the entry required the student's level of competence (A) to be second year (2); its cultural relevance (B) is historical (1); and its primary purpose (C) is motivational (1).

LIMITATIONS OF THE STUDY

The initial task in a study of this kind is to collect the material available. In a search for Latin resources this task is complicated by the fact that much valuable material is often reproduced privately and passed on from teacher to teacher. Only those materials which are accessible publicly have been included here, with a few exceptions where the listed material is available from the author (in which case an address takes the place of publishing information for the entry).

The study has been limited further by excluding all audio-visual materials except those which can be hung as permanent or semi-permanent fixtures in the classroom. Therefore, included in the graphics category are maps,

posters, and charts, but not filmstrips, movies, or recordings. The expense of procuring such resources precluded their inclusion.

It should be noted that a variety of reference tools is essential for any foreign-language study. In the case of Latin, works like dictionaries of classical mythology, historical surveys of Roman life, studies on art and architecture, etc., help to round out the student's perceptions of what the Latin language embodies. These works and others like them appear in English and are therefore not included in this study,. At the end of the annotated bibliography, however, a brief section entitled "Reference Works" lists some of the best and most basic resources of this kind.

Finally, this study is limited by time: new teaching aids are being produced constantly. Because part of the motivation for this project was to provide access to resources that help to bridge the cultural gap created by study of a "dead" historical language, annual updating of resources is essential if materials are to reflect contemporary events, issues, and problems. For that reason a third section follows the "Annotative Bibliography" and "Reference Works". It lists newsletters, periodicals, and resource centers which continue to publish teaching aids for the classical languages.

ANNOTATIONS

I. SUPPLEMENTAL RESOURCES

Narrative Texts

Balme, M.G. and Morwood, J.H.W. Cupid and Psyche. Oxford: Oxford University Press, 1981.

This narrative story of Cupid and Psyche is excerpted from the larger book by Apuleis, The Golden Ass. The authors have edited the text so that the early chapters are relatively easy and could be handled by students at the end of Level 1. The chapters become increasingly more difficult, however, so that by the middle of the story subjunctives, gerunds, and gerundives must be mastered (Level 2 work). Although the story is an intriguing one and the introduction provided is quite interesting, it does little to bridge the culture gap because it is a purely historical text.
KEY: A.2; B.1; C.2

Downing, P.J. "A Visit to a Roman House: A Short Story in Easy Latin." The Classical Outlook 60 (1983), p.86.

This short, "easy" story describes a trip through a Roman house. However, since the narrative includes deponent verbs, subjunctives, and unused vocabulary, it may be more appropriate for level 2 than for level 1. The guided tour through a typical Roman domus is creative and instructional. The author suggests that the journey be aided by visuals, graphics, or an overhead projection which would enable the students to associate what they are hearing with something they can see. This would eliminate the need for translation.
KEY: A.2,(3,4); B.1; C.1,2

Dutra, John A., ed. A Christmas Package. Oxford, Ohio: American Classical League, no date.

This Christmas Package includes several Christmas songs in Latin, an historical briefing on Christmas customs (in English), and two brief Latin narratives--one based on the biblical account of the Christmas story and the other a translation of the Editor's famous reply to Virginia's question, "Is there a Santa Claus?" The songs are fit fairly well into the accepted melodies (familiar carols) and for the most part are easy to sing. They are appropriate for all levels of Latin students. The narratives are more difficult and might prove frustrating to Level 1 or 2 students.

KEY: A.1,2,3; B.1,2; C.1,2

Lotham, Daniel W. "A Reading Lesson for the Second Semester of First Year Latin." The Classical Outlook 60 (1983), pp. 86-87.

This is a story of the faithfulness between a dog and his master. The Latin is relatively easy, but it does contain relative clauses and compared or superlative forms of adjectives and adverbs. It is a truly contemporary story and as such is a pleasant diversion from the stuffier or purely historically based translations to which level 1 students are accustomed.
KEY: A.1,2,(3,4); B.2; C.1

Strasheim, Lorraine A. Latin Education: The Romans Can Speak for Themselves. Bloomington, Indiana: Indiana University Press, no date.

This work draws on actual descriptions of daily happenings as found in ancient texts. It provides interesting information to supplement the textbook where appropriate. It includes information on apartment life, the just desserts of a slave, a typical meal, a man's list of Christmas gifts and a short bibliography where such Latin tidbits can be found.
KEY: A.1,(2,3,4); B.1,2; C.1

Poetic Texts

Barrett, Bonnie. Cantus Cunarum. Oxford, Ohio: American Classical League, 1981.

Twenty-nine of the most popular nursery rhymes have been translated into Latin and illustrated. Because of the familiarity of the verses, most students would recognize the rhyme from a key phrase or two. Thus, they could piece together the rest of the Latin by knowing the poem. This makes the Cantus Cunarum appropriate for any level.
KEY: A.1,(2,3,4); B.2; C.1,2

Gardner, Martin. "For Better or Verse." Games. Chicago, Illinois: Playboy Enterprises, Inc., Vol.8, no.1, 1984; p. 24.

This is a collection of seven puzzle poems. The author gives a brief introduction to the use of word play in poetry, citing samples from Greek poets as well as from others. The task of the reader is then to determine under what restrictions each of the seven poems was written. In addition to being a "fun" activity, it helps to introduce students to the fact that poets and authors employ devices to beguile the reader or to amuse themselves. Students can then be expected to look more closesly for these devices in Greek and Latin poetry.
KEY: A.1,2,3,4; B.2; C.1,2

Haag, S.B.P. "How Martial's Poems Were First Published." The Classical Outlook 58 (1981), pp.109-110.

This article describes how a Roman author, specifically Martial, went about publishing his work. The process included advertising, constructing a roll of papyrus (a volumen), writing the text, and taking measures to preserve it. This would make an interesting lecture at some point in the curriculum where a bookstore, bookseller, or author is mentioned or studied in depth (especially when Martial is studied).
KEY: A.2,3; B.1; C.1,~

Robertson, J.C., ed. Latin Songs and Carols. Toronto, Canada: J.C.Robertson, 1961.

This is a collection of sixty-four hymns, patriotic songs and Christmas carols. Some are sung to popular tunes and are therefore appropriate to any level student. Many, however, are hymns or ballads whose melodies are no longer widely known. This is a useful source for teacher reference but most teachers will find a relatively small number of the songs (less than half) useful in secondary school classrooms.
KEY: A.1,2,3,4; B.1,2; C.1

Strasheim, Lorraine A. Be a Latin Poet! Bloomington, Indiana: Indiana University, no date.

This is a brief, but highly motivational activity requiring minimal grammatical skill. It could be adapted and made more challenging for upper level classes. The students are give instructions for composing cinquains. Simple rules are given for each of the five lines and sample products are displayed.
KEY: A.1,(2,3,4); B.2; C.1,2

Strasheim, Lorraine A. The Lament of the Roast Swan. Bloomington, Indiana: Indiana University, no date.

This is a brief activity designed to show a different side of Latin poetry. 'The Lament of the Swan' is one poem in the collection of medieval student verses and songs known as the Carmina Burana. The poem is written from the point of view of a swan who is about to be eaten at a feast. There are extensive notes and glossing of the vocabulary which puts the poem within the competency level of all students of Latin.
KEY: A.1, (2,3,4); B.1; C.1

Strasheim, Lorraine A. The Poet Martial and Roman Daily Life. Bloomington, Indiana: Indiana University, 1976.

Through the epigrams written by Martial 1900 years ago the student glimpses Roman daily life. These epigrams are related

to the Saturnalia festival period. Students learn what kinds of gifts were exchanged by the Romans. Vocabulary is glossed and therefore the epigrams are within the grasp of diligent Level 1 students as will as Level 2, 3, and 4 students.
KEY: A.1,(2,3,4); B.1,2; C.1,2

Dialogues and Drama

Capellanus, Georg. Latin Can Be Fun, Facetiae Latinae. Trans. by Peter Needham. London: Souvenir Press, 1975.

The phrases found in this book, although often amusing, are not always helpful or practical (e.g., "Our goalkeeper was severely kicked by an opponent, but the referee ignored the offense."p.110). Some phrases are useful and short enough for students of Level 1 and 2 competency, but the majority are appropriate only for specific situations and are too long to be learned in any great numbers. The book is entertaining, however, and it does include English translations. It would be inappropriate for regular classroom use. It may prove to be a helpful source for "fun phrases" or "thoughts for the day."
KEY: A.1,2,3,4; B.2; C.1

Emmanuel, M. Quomodo Dicitur? Oxford, Ohio: Oxford Printing Company, 1980.

This is a booklet of Latin phrases including greetings and phrases common to the classroom situation. The author divides the conversational dialogue into thirty short lessons. Each lesson has phrases built around a theme (sickness, how to ask questions, etc.), famous sayings, and useful classroom phrases. The stated purpose of the booklet is to help bring the "dead" language back to life in the classroom.
KEY: A.1,2; B.2; C.1

Morgan, Gareth. "The Death of Caesar, Interrupted." The Classical Outlook 58 (1981), pp.49-53.

This is an interesting twist to Shakespeare's scene of Caesar's death. The dialogue is often interrupted so that certain oddities can be explained (the significance of the Ides of March, what Romans wore on their feet, the last-second panic of the conspirators). The author suggests running through the play, which is very short, three times: first, reading the version in Shakespeare; second, reading the regular lines again but with actors "freezing" in position as the explanations are made by "outside authorities"; and third, a final reading in the original format in Shakespeare in order to capitalize on and reinforce the new understanding of the piece.
KEY: A.1,(2,3,4); B.1; C.1,2

Games and Puzzles

Adolescens. European Language Institute Publication. Recanati, Italy: European Language Institute), 1983.

This is a comic book (distributed in the United States by Midwest European Publications, Inc., eight issues per year) aimed at Level 2 students. It depicts present day humorous situations in the form of Latin dialogues. There are also crossword puzzles, bibliographic entries on current prominent figures, instructional activities, and pictorial lists of specific subject vocabulary which will be used throughout the book. Since the vocabulary and dialogues are not too complicated, the reading goes quickly. Students are entertained and are therefore motivated without getting bogged down in slow-moving translations.

KEY: A.2,3; B.2; C.1,2

Aenigmata Latina: Verborum Transversorum. Yale Book Company Publication. Toronto, Canada: Yale Book Company, no date.

This is a collection of crossword puzzles of varying difficulty. There are indications in Latin concerning the subject and degree of difficulty of each puzzle. The puzzles are interspersed with humorous or historical anecdotes, jokes, and short poems. This booklet would be appropriate for individualized work by advanced students or as an activity for a small group.

KEY: A.2,3,4; B.1,2; C.1

Bertman, Stephen. "Games for Etymology." The Classical Outlook 59 (1982), pp.124-125.

This is a collection of five games based on word derivation. Each is described briefly and seems appropriate for classroom work. The five games are: 1) What's in a Name--students investigate the origin of their own names (a good starting place for etymology); 2) Words With a Story to Tell--identify interesting words by tracing their roots, prefixes and suffixes; 3) The Match Game--students create compounds by matching root words to prefixes and suffixes; 4) Invent a Word--create fun words by combining roots, prefixes and suffixes in new ways; 5)Concentration--students must make matches in order to earn a chance to solve a rebus.

KEY: A.1,(2,3,4); B.1,2; C.1,2

Colby, John K. A Latin Crossword Puzzle Book. Wellesley Hills, Massachusetts: Independent School Press, 1972.

The twenty-four crossword puzzles are recommended by the author as supplemental work for Latin clubs or individual interested students. The solutions require the students to conjugate mentally and decline as they search for the requested forms of verbs and nouns. Clues are given in grammatical terms (e.g., "superlative of inferus", p.18), and may sometimes include references to mythology or history which necessitates the use of other reference books.

KEY: A.2,3,4; B.2; C.1,2

Iuvenis. European Language Institute Publication. Recanati, Italy: European Language Institute, 1983. (Distributed in the U.S.A. by Midwest European Publications, Inc.: eight issue per year).

This comic book is intended for first level students but is probably more suited to level two students. It portrays modern situations in colorfully illustrated comic strips with minimal dialogue. Vocabulary is introduced pictorially and is based on a theme. The same vocabulary appears in many of the stories. There are also fables, bibliographic entries, and instructional activities included. The magazine is colorfully and clevedly illustrated, allowing students to make associations between pictures and vocabulary.

KEY: A.1,2; B.2; C.1,2

Kovach, Edith. "Unisex: A Latin Word Game." The Classical Outlook 61 (1984), p.51.

This is a simple but clever word game which could be used to change the pace in class. The game got its name from the process involved in playing; i.e., the students must start with a word of one letter and progress to a word of six letters by adding one letter at each step to create a new word. An example is given along with twenty possible unisex series. This could be adapted so that it covered vocabulary appropriate to any level of Latin.

KEY: A.1,(2,3,4); C.1,2

Madaras, Susan and McMillan, Nancy. "Etiqueta Hispana." Bloomington, Indiana: Indiana University, 1974. (ERIC Document Reproduction Service No. ED 122 621).

This is a game contrasting our culture and customs with those of Spanish-speaking countries. The questions are multiple choice and correct answers permit the players to "travel" through several Spanish-speaking nations (If you were in. . . you would. . .when somebody said to you. . .). The game could easily be adapted to drill the customs of any group of people, as well as history, sign language, vocabulary, or grammar.

KEY: A.1,(2,3,4); B.1,2; C.1,2

Owings, Patte, ed. Pompeiiana Newsletter. Indianapolis, Indiana: Pompeiiana, Inc., 1974 (Ten issues per year since 1974).

Pompeiiana Newsletter is in newspaper format and contains articles in English on classical topics and articles in Latin on contemporary topics. Word games and puzzles which have been submitted largely by Latin students make up a quarter to a third of the paper. There are "Tidbits" of ancient history, letters to "Dear Annia Maia" seeking advice, favorite recipes from "Claudia", trivia quizzes and a self-quiz on information

found in the newsletter. It is a fun item, not bogged down with work to be translated.

KEY: A.1,2; B.2; C.1,2

Phillips, David. "Minotaur's Maze." Games, Chicago: Playboy Enterprises, Inc., Vol.5, No.3, 1981; p.26.

This maze is named after the legendary labyrinth at Knossos in Crete, but it has a design all its own. It is an attractive activity to help students realize the difficulty Theseus would have encountered when trying to kill the Minotaur. On page ten of the same issue of Games there is an article on a modern maze at Pigeon Forge, Tennessee, where visitors can wander through the labyrinth and experience for themselves the frustrations and fear of being lost. The article was submitted by Roger Abbott. If used together, the pencil maze and the people maze could help to bring the story of the Minotaur to life, or at least make it more contemporary. This is also true of the cover issue maze in Games, Vol.5, No.3,1983.

KEY: A.1,2,3,4; B.2; C.1

Phillips, Hubert. "Prolix Proverbs: An Ennead of Perspicacious Doggerel." Games Vol.5, No.3 (1981), p.53.

This is a collection of nine proverbs reworded into verbose and confusing verse. The exercise is to reconvert the wordy phrasing into its precise and well-known proverb form. Students could then be asked to take famous Latin proverbs, hide them in obscure language, and then trade proverbs with others for deciphering. In addition to learning the famous phrases, students would perceive the difference clarity and brevity can make in communicating thoughts effectively.

KEY: A.1,2,3,4; B.2; C.1,2

Pollack, Dorothy Belle. Mythical Meters (Who Am I?). Oxford, Ohio: American Classical League, no date.

This is a collection of one hundred "guess who" riddles in which students must identify mythological figures from rhyming clues. The subjects are divided into categories to provide clues to the identities. This is a fun project, but it can be adapted so that students write the clues and quiz each other. The subject could be changed also, so that students were being drilled on historical or cultural information.

KEY: A.1,(2,3,4); B.1; C.1,2

Simmons, Mildred. "Our Latin Verb Town: A Game Drill in Latin Verb Forms." The Classical Outlook 60 (1983), pp.87-89.

This is definitely a grammatical drill, specifically formulated to review verb forms and endings. As such it cannot qualify as a supplementary aid which bridges the cultural gap, but the game itself is very creative and can therefore be a highly motivational activity. The article includes directions for playing and scoring (very creatively) and sample "forms" of verb endings complete with "streets' and "Wards".

KEY: A.1,2,3,4. C.1,2

Smith, Cynthia L. "Words That Are Often Confused." Unpublished.

This puzzle consists of a board or paper with twenty words written on it in English. There are twenty puzzle pieces with Latin words written on them which must be placed over the proper English word in order for the puzzle pieces to fit together. The Latin words are chosen because they are often confused with other Latin words. This particular puzzle focuses on words familiar to Latin 1 and 2 students, but the activity could be adapted for any level of Latin study.

KEY: A.1,2,(3,4); C.1,2

Strasheim, Lorraine A., ed. Indiana University's Foreign Language DIALOG. Bloomington, Indiana: Indiana University, 1983.

Within the Dialog newsletter there were two games devised for word study. The first game involved choosing a "word for the day" and explaining its use and derivation. The word would be chosen from a page in the dictionary by a randomly selected student. The second game was to make new words from known prefixes, root words, and suffixes (with much imagination required!). Dialog cites the following source for these two games: Bertman, Stephen. "Games for Etymology." The Classical Outlook 59 (1982), pp.124-125.

KEY: A.1,2,3,4; B.2; C.1,2

Strasheim, Lorraine A. Lūdāmus! Twenty Games for the Latin Class. Bloomington, Indiana: Indiana University, 1975.

The twenty games of this collection are intended primarily as methods of review of grammatical, historical, or cultural information. Some of the games necessitate group work or the formation of teams, others require competition among individuals. The games are relatively easy to understand, to prepare, and are useful reviews. The activities provide a "break" from normal studies but do not just fill up class time. Most of the games are easily adapted to different levels of competency in Latin.

KEY: A.1,2,3,4; B.1,2; C.1,2

Strasheim, Lorraine A. Urbs: Roma. Bloomington, Indiana: Indiana University, 1982.

This activity introduces students to the landmarks and monuments in Rome as well as providing a review of the locative, accusative, and ablative place constructions. It is set up as a game where students must move their men, by roll of a die, from across the Tiber on the western edge of Rome, through the entire city, and out the eastern edge at the Castra Praetoria. It could be used as an overhead projection and for a classroom drill.

KEY:A.1,2; B.1; C.1,2

Graphics

Caffal, Thomas. You Can't Escape Latin. Oxford, Ohio: American Classical League, no date.

This is a short booklet, humorously illustrated, which describes Felix's inability to go through a day without running into Latin phrases or derivatives constantly. It could be blown up and used on an overhead projector, or could be illustrated by students on poster-sized paper and displayed around the room as a constant reminder of the ubiquitous presence of Latin in our lives.

KEY: A.1,(2,3,4); B.2; C.1,2

"Latin is the Basis of Spanish, Italian, and French." American Classical League Publication. Oxford, Ohio: American Classical League, no date.

This is a chart showing the close relationship among words in Latin, Spanish, and French. Common words are chosen to point out the similarities in these languages. Latin words are listed in the left-hand column and the other languages arranged in columns on the right to provide quick visual grasp of the relationships.

KEY: A.1,(2,3,4); B.1,2; C.1

Map of the Sky. Milan, Italy: Arti Grafiche Ricordi, no date.

This is an intricate map of constellations and other stars. The map is divided into two hemispheres, northern and southern. Stars are labelled in their original names. On the map stars are identified by their heat intensity, their size, and by whether they are double stars, variable stars, etc. They are connected by orange lines if they are part of a constellation. Beneath the two hemispheres are illustrations of the constellations which show the vivid imaginations of the ancients who named them. This would be a great help in a unit on astrology, the constellations, or even mythology.

KEY: A.1,(2,3,4); B.1,2; C.1,2

A Picture Story: Fabula de Rufo. Indiana University Publication. Indianapolis, Indiana: Indiana Latin FLES Materials, 1975.

The Fabula de Rufo is designed for two possible uses. First, it can be used as a reading exercise to review prepositions. Second, it can be used as a listening exercise (aided by the simple graphics). It also would work well as a stepping stone from which students could move to attempt composition of original stories using certain vocabulary or constructions.

KEY: A.1,(2,3,4); B.2; C.1,2

Roman Calendar. American Classical League Publication. Oxford, Ohio: ACL Teaching Materials and Resource Center, 1984 (a new calendar is printed each year by the ACL).

This annually published calendar runs from September through June and is made for easy viewing when on display in the classroom. The dates are printed according to the Roman system. Major holidays and festivals are noted. The student can find September 12, for example, by looking under Septembris XII, and will discover there that this day falls on Sunday (solis) and was referred to by the Romans as Pridie Idus (the day before the Ides), and was also in the middle of the Roman holiday known as Ludi Romani. Such historical information is included throughout the calendar.

KEY: A.1; B.1,2; C.2

Thompson, Ian. Mythological Monsters: Visuals and Learning Activities. Bloomington, Indiana: Indiana University, no date.

This text includes pictures of twenty infamous monsters from classical antiquity. There is background information on each monster. The graphics are intended as take-off points for monsters mentioned in classroom texts. Several suggestions are included for individual research by students. They include such original approaches as writing the obituary notice for the demise of each monster, or re-writing the myth from the monster's point of view.

KEY: A.1,2,3,4; B.1,2; C.1,2

Worksheets and Activities

"An Introduction to Latin: Part 1." Miami: Dade County Public Schools, 1971. (ERIC Document Reproduction Service No. ED 060 766).

This is a short guide to the first trimester (of a five part school year) for an introductory humanities course in Latin. In this first section emphasis is placed on oral/aural comprehension

and vocabulary development. It recommends an abundance of cultural material to be introduced with liberal use of songs, dialogues, overheads, tapes, and graphics. Though emphasis is on oral/aural skills, translation skills and grammar are also expected to be learned and are tested thoroughly at the conclusion of the unit. These are appropriate lessons for an introductory level Latin or humanities course.

KEY: A.1; B.1,2; C.1,2

Cutt, Eula, et al. "Curriculum Guide for Latin Heritage in Secondary Schools." Michigan: Detroit Public Schools. Sponsored by the American Classical League, Washington, D.C., 1970. (ERIC Document Reproduction Service No. ED 043 270).

This is a sample curriculum intended to introduce younger or first year students to the Latin language primarily through the study of Roman culture. The guide includes good sample stories and diagnostic tests. There are crossword puzzles, dialogues, worksheets, and word lists grouped according to subject matter. Among other things students learn listening skills and how to take notes. Mythology, mottoes, quotations, meals, everyday life, weather words, and name origins are topics included. Appendices offer audiovisual resources, word lists, dialogues and lists of overhead transparencies.

KEY: A.1; B.1,2; C.1,2

Dobson, Elizabeth. "A Latin Unit on the Human Body." The Classical Outlook 59 (1982), pp. 122-123.

This is a well-devised lesson on the human body. Specific objectives are listed as well as necessary materials and sample worksheets and tests. The unit is a good review of nouns in the first declension through the third declension, but it is not primarily a grammar lesson. Emphasis is placed instead on the vocabulary, both the Latin words and the English derivatives. In addition to the written worksheets and quizzes there are activities involving spoken Latin, individual research, and group competition.

KEY: A.1,2(3,4); B.2; C.1,2

Ellis, Willis A. Word Ancestry. Oxford, Ohio: American Classical League, 1939.

This booklet is subtitled "Interesting Stories of the Origins of English Words". The author has chosen words or families of words whose origins are from Latin. Some of the words have lost their obvious connections to their ancestors and it is intriguing to trace the modern usages back through time

to discover the original meanings and roots. For classroom use it would probably be best used as a reference guide for students, but could perhaps serve also as a source for weekly investigations into interesting derivatives and cognates. It may prompt requests by students who are curious to learn the derivation of interesting-looking words, or those that are often misleading.

KEY: A.1,(2,3); B.1,2; C.1,2

Forbes, Margaret. "A Syllabus for an Inservice Course in the Teaching of Latin." Austin, Texas: Texas Education Agency, Division of Program Development, 1969. (ERIC Resource Document Reproduction Service No. ED 100 186).

This Latin syllabus declares that the spoken language must be taught to revitalize the curriculum. The primary goal should be to read Latin and to understand it as Latin (not to have to translate it into English). The course relies heavily, therefore, on dictations and reading aloud in Latin. The syllabus includes an annotated bibliography of classroom readers (not textbooks) divided into categories according to degree of difficulty, appropriateness for classroom use, etc. Activities are also suggested, one of which is for students to generate their own words and to demonstrate the ability to manipulate word endings in "Latin Scrabble". The basic rules for English Scrabble are followed with a few exceptions. First, the letter distribution is different; thus the w's become m's and the z's become n's; a few tiles are also added: 4 I's, an E, an A, 2 T's, 2 S's, 2 H's, 2 M's, and a Q. Second, once a word is on the board its ending may be added to or exchanged completely. For example, regi may be changed to regem, regent, or rexisti, etc. (p.212).

KEY: A.1,2,3,4; B.2; C.1,2

Glaude, Paul M., et.al. "Latin for Secondary Schools." Albany, New York: New York State Education Department, Bureau of Secondary Curriculum Development, New York State University System, 1971. (ERIC Resource Document Reproduction Service No. ED 050 638).

This is a curriculum guide which stresses the reading of Latin with the purpose of understanding Latin. It stresses a chronological and historical approach to the study of Latin. The supplementary materials suggest a sort of Latin Heritage approach in the 7th and 8th grade introductory courses. Recommendations for improvement of vocabulary and word study skills include the use of audiovisuals, language laboratories, programmed learning, and selected readings. Extensive bibliography and resource material lists are provided (see Appendix).

KEY: A.1,2,3,4; B.1,2; C.1,2

Hammond, Patricia, et al. "Guide to the Improvements of the Teaching of Latin: Levels I-IV." Oklahoma City, Oklahoma: Oklahoma Curriculum Improvement Commission, Oklahoma State Department of Education (Sponsored by the Office of Education--DHEW--Washington, D.C.), 1970. (ERIC Document Reproduction Service No. ED 043 271).

The guide suggests a period of oral/aural Latin before textbooks are distributed. It also recommends frequent songs, dialogues, questions, and responses in Latin. There is an extensive bibliography included along with a resource list. Some of the activity ideas include flashcards to drill numbers, colors, people, food, home, school, clothing, body, seasons, and sports. Competetive games are recommended.

KEY: A.1,2,3,4; B.1,2; C.1,2

Harwood, Natalie R. "The Write Way to Teach Latin." The Classical Outlook 60 (1983), pp.7-8.

This article suggests that students of Latin be encouraged to write often in English. The purpose is to force students to choose words carefully, to focus on the subject of the writing, and to become more fluent in English language use (and therefore also in translations skills). Several specific activities are named in the article including research by individuals on interesting customs or historical periods in certain locations, written themes "On Translating" or "My Favorite Latin Word" which will later have all subjects or objects underlined, themes written with as many participles as possible, and even a paragraph approach to the customs and artifacts of the Gauls.

KEY: A.1,2,3,4; B.1,2; C.1,2

Higbee, Alma C. A Latin Individualized Instruction Unit on the Indirect Statement. Bloomington, Indiana: Indiana University, 1975.

This instruction unit is based on the indirect statement in Latin and therefore includes a review of accusative and infinitive forms. This construction is usually covered late in the first year of Latin or in the second year. This activity is effective for an individual student, but it could be adapted for work with a class having trouble with indirect statements. Options are built into the end of the program so that the student can choose between historical or contemporary application of the new skill.

KEY: A.1,2; B.2; C.2

Latin Introductory Curriculum for Middle Schools., 1976. No author or publisher listed.

This pamphlet is a compilation of cultural information about the Romans. Very little is done with the Latin language, but history, mythology, and daily customs are outlined. There are exercises and quizzes to follow each subdivision. The language portion consists of pronunciation guidelines and simple dialogue. This is meant as an introduction to Latin, but sections of the guide could be adapted and used in appropriate places in a Latin language course.

KEY: A.1,(2,3,4); B.1; C.2

Masciantonio, Rudolph, et al. "Greco-Roman Sports and Games. Teacher's Guide. Tentative Edition." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1982. (ERIC Document Reproduction Service No. ED 216 525).

This is a teacher's guide in a series of materials designed to increase the vocabulary and reading skills of all students (grades 5-12) by introducing them to Latin. The lessons concentrate on spoken Latin and the derivatives and cognates from the vocabulary used to describe Greek and Roman sports, games, and Olympic competition. The guide is arranged in twenty-three 45 minute lessons. The lessons are appropriate for any introductory course in Latin or the humanities. The activities include worksheets, songs, crossword puzzles, and graphics to be used as a source for dialogues.

KEY: A.1; B.1,2; C.1,2

Masciantonio, Rudolph, et al. "Latin, the Language of the Health Sciences. Teacher's Guide." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1982. (ERIC Document Reproduction Service No. ED 216 523).

This is a series of eleven lessons intended to introduce students to Latin through medical terminology by studying derivatives and cognates. Mythology is used as an exciting entry into medical, anatomical, and pharmacological terminology. The students will be aware of the debt the health science owe to Greco-Roman roots. The lessons are appropriate for any introductory level Latin or humanities course and rely heavily on oral/aural activities, fancifully illustrated worksheets, and a multi-sensory approach to language learning.

KEY: A.1; B.1,2; C.1,2

Masciantonio, Rudolph. "Legal Latin." The Classical Outlook 60 (1983), pp.125-128.

This instructional unit contains fourteen 50 minute exercises

and is part of a program used in the Philadelphia School District. The purposes of the unit include: 1) to have students learn Latin maxims and modern law phraseology borrowed from Latin; 2) to have students learn derivatives and cognates in English from any of the Latin words studied; 3) to have students gain an understanding of our indebtedness to the Greco-Roman legal system; and 4) to have students become familiar with passages from Greek or Roman authors who wrote about legal matters. The unit includes several activities, ample aural/oral work, games, quizzes, songs, and derivation work. It would be appropriate at any level of high school Latin.

KEY: A.1,2,3,4; B.1,2; C.1,2

Masciantonio, Rudolph, et al. "Star Trek with Latin. Teacher's Guide. Tentative Edition." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1982. (ERIC Document Reproduction Service No. ED 216 524).

This is a series of thirteen lessons which are intended to familiarize students with Latin and better their vocabulary and reading skills through the study of derivatives and cognates of Latin words connected with signs of the Zodiac, mythological creatures, and astronomy. Students are also introduced to simple elements of sentence structure. The lessons include various worksheets, oral/aural exercises, and illustrated derivative games. This unit is appropriate for any introductory level Latin or humanities course.

KEY: A.1; B.1,2; C.1,2

Masciantonio, Rudolph, et al. "Teacher's Guide to Accompany 'Artes Latinae', the Encyclopedia Britannica Latin Instructional System." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1971. (ERIC Document Reproduction Service No. ED 056 611).

The guide covers only Level 1 of the Artes Latinae program. This program is based on individual study and recommendations are given here for adaptation of it for use by a whole class or by groups within a class. The system is meant as a follow-up for those who received FLES training in Latin in 5th and 6th grade. A multi-sensory, multi-media approach is recommended using films, filstrips, dialogues, graphics, and even computer assisted instruction (a sample computer program is included.). The program consists of thirty separate units and the guide gives concrete suggestions for how best to use the texts, readers, films, study prints, filmstrips, reference notebooks kept by the students, and the computer program.

KEY: A.1,(2,3,4); B.1,2; C.1,2

Masciantonio, Rudolph. "Teacher's Guide to Accompany Living Latin: A Contemporary Approach." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1970. (ERIC Document Reproduction Service No. ED 044 933).

This curriculum guide stresses oral/aural methodology as well as reading and writing skills, The program includes a set of tapes and lists of conversational phrases. It predicts that good reading and writing skills will result from proficiency in oral and aural comprehension skills.

KEY: A.1; B.1,2; C.1,2

Masciantonio, Rudolph. "Teacher's Guide to Accompany the Cambridge Latin Course. Tentative Edition." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1976. (ERIC Document Reproduction Service No. ED 117 950).

This course is intended for 7th and 8th grade students. It introduces them to Latin using the oral/aural methodology. The 7th grade uses 'How the Romans Lived and Spoke'; the 8th grade uses 'Voces de Olympo' (interviews with the gods) and centers on a study of mythology. The first level is slow-paced, but the next three levels are increasingly difficult. The material can be used as a supplement to another text or as independent study units for slower or advanced students.

KEY: A.1,2,3,4; B.1,2; C.1,2

Masciantonio, Rudolph. "Teacher's Guide to the Nature Method Latin Course. Tentative Edition." Philadelphia: Philadlephia School District, 1974. (ERIC Document Reproduction Service No. ED 117 949).

This is a teacher guide designed to suggest additional material for oral/aural drills. The "natural" method relies heavily on spoken Latin through various oral/aural activities. The guide, then, provides the teacher with enough new materials to keep the substitution, pattern, and transformation drills fresh and challenging. The guide includes many interesting activities such as dialogues, derivative word games, tests which require as many as every third word to be supplied, songs, recipes, and Latin/English holiday celebration customs.

KEY: A.1,2,3,4; B.1,2; C.1,2

Masciantonio, Rudolph, et al. "The Numbers in Latin. Teacher's Guide. Tentative Edition." Philadelphia: Philadelphia School District, Office of Curriculum and Instruction, 1982. (ERIC Document Reproduction Service No. ED 216 522).

This is a series of nine lessons intended to introduce students to Latin and the Roman culture through exposure to roots, suffixes, prefixes, and vocabulary study. This set of lessons and the others in this series have in common these objectives: to widen cultural horizons of students by comparing the past to our own world, to improve vocabulary skills and the ability to function in English, to generate interest in the study of foreign langauges and the humanities, and to build the self-concept of students by giving them successful experiences in a subject they may never have ventured to take. The lessons rely on a multi-senscry approach to language learning. The emphasis is on oral/aural skills and improving vocabulary. The language is taught primarily through the study of derivatives and cognates. In this series, words connected with the numbers and mathmatical operations are explored.

KEY: A.1; B.1,2; C.1,2

Mench, Fred. Caesar in the Curriculum--Some New Approaches. Oxford, Ohio: American Classical League, no date.

The author makes several suggestions for enlivening the notoriously dull study of Caesar's Gallic War. The pamphlet contains a list of particularly colorful passages by Caesar, several bibliographies which cover the historical background, cultural background, and modern works about Caesar. It also outlines several approaches to studying Caesar (his personality, his intellect, his politics, and the scrutiny of him by modern as well as ancient authors).

KEY: A.2,(3,4); B.1,2; C.(1),2

Miscellanea Book I. Yale Book Company Publication. Toronto, Canada: The Yale Book Company, no date.

This is a collection of classical trivia, modern humor translated into Latin, and a mini-course on Greek and Latin words connected with radio terminology. It is useful as a reference for the teacher.

KEY: A.1,2; B.1,2; C.1,2

Ricks, Patsy. "Teaching Mythology Creatively." The Classical Outlook 58 (1981), p.111.

The suggestions here described for treating mythology in a creative way are indeed innovative. The approaches are humorous yet at the same time instructional. A sample matching exercise is included. Other possible activities cited are cartoon illustrations of favorite myths, a mythological guess-who game in which students must ask others questions in order to learn their own identity (taped to their backs), creation of original titles for the myths studied, and a newspaper based on mythology.

KEY: A.1,(2,3,4); B.1,2; C.1,2

"Roman Holiday. Orientation to the Humanities (Latin), Part 2: 7500.02." Miami: Dade County Public Schools, 1971. (ERIC Document Reproduction Service No. ED 088 743).

This section of the Latin curriculum focuses on Roman life in a typical family and the different aspects of their day-to-day existence; where they meet, what they do, what they wear, where they live, what is expected of them. The course is still emphasizing oral/aural skills and includes songs, dialogues, graphics, and mottoes. The test on the unit requires thorough comprehension of grammar as well as solid aural understanding.

KYE: A.1; B.1,2; C.1,2

Sabin, Frances. Latin Notes Supplement. New York: Service Bureau for Classical Teachers, 1926.

This is a collection of twenty-five editions of Latin Notes Supplement, a publication produced especially for teachers of the classics. Although the material is not current, it does contain useful ideas and resources. There are crossword puzzles, play scripts, short translations of famous stories, insights into Cicero and Caesar taken from the works of other ancient writes, and from citations in modern poetry of allusions to the classics.

KEY: A.1,2

"Schools, Animals, and Kids. Orientation to the Humanities (Latin), Part 3: 7500.03." Miami: Dade County Public Schools, 1971. (ERIC Document Reproduction Service No. ED 088 744).

This trimester (the third one) emphasizes development of vocabulary skills through derivatives based on counting, telling time, school words, names of animals, and the gladiatorial fights. Emphasis in all these areas is on a comparison between ancient and contemporary society. Methodology is consistent with the previous two trimesters. Oral/aural comprehension as well as thorough understanding of grammatical structure is expected.

KEY: A.1; B.1,2; C.1,2

Smith, Cynthia L. "Create Your Own Compounds." Unpublished.

This activity involves a "prefix wheel" with the most common Latin-based prefixes and a set of common root words. Students try to attach each of the prefixes to one root word at a time, making the proper assimilations and vowel weakenings, to create as many legitimate compounds as possible. Students can compete in groups or against the clock. They may choose

new prefixes if they can think of any, and can supply new root words once they have exhausted the original supply.

KEY: A.1,(2,3,4); B.2; C.1,2

Smith, Cynthia L. "Latin Synonyms." Unpublished.

This activity is intended to get the students to think in Latin. When a Latin word is new to the student it does not have to be defined in English if a Latin synonym for it has already been learned. The students find synonyms for fifteen relatively recently learned words. To bring the activity within the success range of all students a list can be included from which to choose the synonyms. Once the words have been correctly matched to their synonyms, underlined letters will remind the students that they are working with words of "similar meaning."

KEY: A.2, (3,4); C.1,2

Smith, Cynthia L. "Motivational Activities for Teaching Caesar." Unpublished.

This is a list of five different activities intended to sustain student interest in the study of Caesar. Included are: an introductory activity to be done as a class which involves piecing together an outline (with an option for individual research), a movie presentation of the play "Julius Caesar" with follow-up discussion questions (distributed before the viewing), the construction of a large map which identifies the major features mentioned by Caesar and on which the movements of his army and transient peoples can be traced, a format for conducting interviews with "people who knew Caesar", and the creation of a crossword puzzle which includes Latin and English terminology used by Caesar (students submit ideas, the teacher constructs the puzzle).

KEY: A.2,3; B.1,2; C.1,2

Smith, Cynthia L. "Mythology--Greek v. Roman." Unpublished.

This is a matching game which helps students learn the Greek and Roman gods and goddesses. In addition to students matching the equivalent gods in the two cultures, they also learn the symbols associated with each god or goddess. They can, therefore, match Athena to Minerva by knowing the equivalent names or by knowing that one of Athena's attributes is the presence of an owl (wisdom). For example, the reverse side of the "owl" card has Minerva's name on it.

KEY: A.1,(2,3,4); B.1; C.1,2

Smith, Cynthia L. "The Gods of the Romans: Adapted Madlibs." Unpublished.

This is an adaptation of the standard "Madlib" where strategic words are omitted from a written narration and supplied by participants who do not yet know the story to be told (without seeing the text, students are asked to supply missing subjects, adverbs, verbs, etc.). When the story is read with the random words it can be quite funny. The original format works well with a familiar English translation from which words have been left out. However, it works well also in the Latin, especially if the story is already familiar. It drills vocabulary (the words that remain intact) and forms (the student must supply a singular, masculine noun in the ablative case for example), and also reviews the story line.

KEY: A.1,2,3,4; B.1,2; C.1,2

Some Background Points of Interest. Yale Book Company Publication. Ontario, Canada: The Yale Book Company, no date.

This pamphlet contains interesting facts often overlooked in straightforward translation courses. Topics range from quotes by Caesar to the housing situation in Rome, to the graffiti found on ancient walls. This is meant not as a reading assignment for students, but rather as a resource for teachers. Tidbits from this pamphlet could be inserted into the course where appropriate references are found in the texts.

KEY: A.1,2; B.1,2; C.1,2

"Star Gazing." Games Vol.8, no.1 (1983), p. 58.

Star Gazing is an activity in which participants are asked to find a map of the sky complete with stars and constellations, to re-group the constellations, rename them, and finally to describe the individuals born under the new sign. The game is a fun follow-up to a unit on astrology or constellations.

KEY: A.1,2,3,4; B.2; C.1

Strasheim, Lorraine A. Change, Interconnectedness and This English Language of Ours. Bloomington, Indiana: Indiana University, 1981.

This is a dictionary activity in which beginning language students (foreign or English language)discover the roots of their language. Activities include defining new words, finding derivations of word sets, using new words in illustrative sentences, and determining (roughly) percentages of foreign-based words in the English language. The activity lists goals and guides the student through the discovery process. Approach is chronological, from circa 50 B.C. to present day.

KEY: A.1; B.2; C.1,2

Strasheim, Lorraine A. Corporis Membra. Bloomington, Indiana: Indiana University, no date.

This is a short activity designed to teach the parts of the body. It is based on an historical account of a lesson given to Charlemagne's father by his tutor Alcuin (the lesson was in Latin). Once the vocabulary has been introduced the graphics could be used to adapt the lesson to other drills and games until the vocabulary has been mastered.

KEY: A.1,2; B.1,2; C.1,2

Strasheim, Lorraine A. De Gustibus non Disputandum. Bloomington, Indiana: Indiana University, 1976.

This unit of instruction is designed as a two week mini-course for advanced students. Students learn what people of all classes used for food in ancient Rome. They also learn how some were prepared. They become aware of foods which, although common today, did not exist in the Roman world. Further investigation into eating practices is done by examining some of the epigrams of Martial in which he gives detailed descriptions of different dishes.

KEY: A.3,4; B.1; C.2

Strasheim, Lorraine A. "Latin Education: Adapting the Textbook #1a. Materials Designed for Classroom Use and as Models for Latin Teachers." Bloomington, Indiana: Indiana University, 1978. (ERIC Document Reproduction Service No. ED 163 758).

The textbook should be used as the basis for instruction, supplemental resources should be used freely, but wisely, and never randomly. Resources which illustrate information mentioned in the text are preferable to lengthy unrelated units. Units in the text can be completely replaced by more informative or complete lessons rather than by piling more information into the text or by repeating the information. Always maintain a consistent approach, being careful not to "zigzag" through history. The author makes concrete suggestions for handling split-level classrooms, and cites the work of Renee S. Pisick as invaluable for teachers faced with this problem (Individualized Language Instruction: Strategies and Methods). The oral/aural approach is recommended along with the liberal use of diagrams, charts, illustrations, and passages from actual Latin texts.

KEY: A.1; B.1,2; C.1,2

Strasheim, Lorraine A. Learning to Translate Latin: A Mini-Program. Oxford, Ohio: American Classical League, no date.

This is an individualized unit of instruction aimed at getting the student to read Latin in the Latin word order. Groups of words and specific endings are examined. Developing a pattern of "meta-phrasing" is encouraged. This activity is a translation or grammar skill. It is not a motivational program but rather a remedial or review program. As such it is helpful to the teacher as a resource, but does not bridge the cultural gap.

KEY: A.1; B.2; C.2

Strasheim, Lorraine A. Oro Vos Faciatis. Oxford, Ohio: American Classical League, no date.

This is an activity based on electioneering and campaign practices in ancient Rome. Study is done by examining the original graffiti messages discovered at Pompeii. As such it is an "historical" exercise, but it can easily be adapted for a mock election by a class, or for a real election in a Latin club.

KEY: A.1,2,3,4; B.1,2; C.1,2

Strasheim, Lorraine A. Recipes. Bloomington, Indiana: Indiana University, 1976.

The brief handout for a cooking activity, this publication gives recipes for a cereal, a cheesecake, and a pudding. Recipes are simple but would require preparation at home. Two of the three come from Latin texts by Cato.

KEY: A.1,(2,3,4); B.1,2; C.1,2

Strasheim, Lorraine A. There's Very Little New Under the Sun: Roman Epitaphs. Bloomington, Indiana: Indiana University, no date.

Roman Epitaphs is a short study of the messages left behind on the tombstones of the Romans. The light verse, gentle reminders, and loving dedication inscribed in stone give a different insight into the Roman's world than do the more famous war-based literary works. This exercise is intriguing and can be put into the standard course wherever mention is made of tombstones along the roads, burying the dead, or funeral rites.

KEY: A.1,2,3,4; B.1; C.2

Strasheim, Lorraine A. Varium et Mutabile Semper Femina. Bloomington, Indiana: Indiana University, 1983.

This pamphlet was intended as a three-day mini-course for advanced Latin students. The typical life of a Roman girl is outlined. Similarities and differences are pointed out

between her life and the life of a girl now. Quotes from various Latin authors reveal the different sides of a woman's character. Good qualities as well as bad are mentioned. The unit could be used in Level 3 or 4 classes where students may be translating passages from authors who write about attitudes toward women, poems to or about women, or anecdotes concerning women.

KEY: A.3,4; B.1,2; C.2

"Teaching a Language. Foreign Language in Virginia Schools, Number 2." Richmond, Virginia: Virginia State Department of Education, Foreign Language Services, Inc., 1977. (ERIC Document Reproduction Service No. ED 153 452).

This document is an aid for teachers of any foreign language. It is part of a series which as a whole, makes up the curriculum guide. There is concern to build-in methods to keep the materials current and easy to revise. This section discusses methodology and stresses the primary importance of oral/aural instruction over the skills of reading and writing. Even in Latin courses, the dialogue is most crucial to the learning process. Examples given for different lessons in several languages make the point. Sentence construction is demonstrated by an activity for a Spanish class. Students can draw a subject out of one box, a verb from another, an object, a prepositional phrase, and an adverb to create a complete sentence. The exercise could be adpated to any language and to any level of competency. (p.6). A flexibility exercise is illustrated next. It involves substituting phrases of similar meaning (e.g. He arrived at 12:30 = He arrived at half past noon). This exercise could be adpated for all languages and competency levels (p.7). Another activity was a Latin translation exercise. A passage is given for a reading. All questions about the passage are asked in Latin and quiz comprehension indirectly (p.12).

KEY: A.1,2,3,4; B.1; C.2

Miscellaneous

Barrett, Conrad. "Speech Before Script." The Classical Outlook 60 (1983), pp.41-43.

Conrad stresses the importance of oral/aural methodology in the teaching of foreign languages, including Latin and Greek. Although Latin is no longer spoken as the official language in any country, he points out that it was originally a spoken language. Its literature, written down in later centuries, was at first transmitted orally. Speaking Latin or Greek in the classroom will help oral reading skills,

facilitate translating since larger groups of words will be able to be comprehended, and motivate students by forcing them to use additional sensory stimuli.

KEY: A.1,(2,3.4); B.2; C.1,2

Caesar. American Classical League Publication. Oxford, Ohio: American Classical League, no date.

This is a list of resources made available for those teaching a unit, or year of Caesar. Supplemental materals include lists of suggestions for teachers, several scripts for plays, outlines and quizzes based on the Gallic War, project suggestions, and recommended background sources.

KEY: A.2,(3); B.1,(2); C.1,2

Gluckman, Goldie. "Individualized Instruction in Latin." The Classical Outlook 52 (1976-77), pp.76-77.

This article was written by a high school Latin teacher who found it rewarding both to students and to herself to break her classes into smaller groups of five or six students in order to develop programs for students to progress at their own rate of learning. It was possible still to use prepared tapes, projected overlays, worksheets and quizzes from the traditional curriculum but now these were used in individual groups rather than by the whole class at once. A program of expectations and activities is explained along with a contract system of grading.

KEY: A.1,2,3,4

Johnson, Van L. The Roman Origins of Our Calendar. Oxford, Ohio: American Classical League, 1974.

This booklet explains the beginnings of the calendar. It describes the derivation of the names of the months, the days, the planets, and the constellations. It also outlines the methods used by the ancients for reckoning the passage of time. Festivals and holidays are named and described. This booklet is a good source for any teacher who wants to introduce any part of the calendar system into an appropriate opening in the curriculum. It may be partially introduced to lower level students or introduced in full to upper level students.

KEY: A.1,2,3,4; B.1,2; C.2

Lee, Agnes and Stevens, Patrick. "Latin Curriculum Guide." Minnesota: Bloomington Public Schools, 1969. (ERIC Document Reprduction Service No. ED 052 660).

This is a set of teacher and student objectives created by the Bloomington staff. The course is "Artes Latinae" in the first three levels. The objectives are clearly defined at each level for each unit in terms of expected student behavior and performance. No actual activities are described.

KEY: Research

Mangino, James. "Dead Latin or Dead Latin Teachers." The The Classical Outlook 52 (1976-77), pp.98-99.

This short essay highly recommends a teaching approach which allows the students to use all their senses to discover the world of the Romans. The author recommends especially Waldo Sweets's Artes Latinae, and the material developed by Rudolph Masciantonio to reach slower or unmotivated students.

KEY: Reference

Masciantonio, Rudolph. Language Arts Through Latin: A Staff Development Program. New York: Byrd Printing Co., Inc., 1983.

Masciantonio describes the process by which Latin and English secondary school teachers and teachers in the 4th, 5th, and 6th grades in the Philadelphia School system have been trained to teach certain Latin curriculum materials. The intention of the program was to improve, through language skills, the ability of below average students by introducing them to the basics of their own language through surface-level study of Latin.

KEY: Reference

Masciantonio, Rudolph. "The New FLES Latin Program in the School District of Philadelphia." The Modern Language Journal 56 (1972), pp.167-170.

This report outlined the two-year FLES program for grades five and six. The program was open to all students, not just those college bound or academically elite. Fifth graders are introduced to a typical Roman family in a multi-media approach. Much of the conversing is done in Latin with many pictorial aids. Sixth graders are introduced to the fascinating study of mythology. Again most verbal cues and responses are in Latin. The stated objectives of the course include imparting to the student an interest in Humanities courses, knowledge of the inter-related nature of the Romance languages, and a feeling of self worth gained from successful exposure to a subject many would not have chosen or been allowed to take.

KEY: Reference

Seittelman, Elizabeth E. "Survey of AudioVisual Material in the Classics." Classical World 76 (1983), pp. 201-237.

Each year the Classical World publishes an updated list of Audiovisual materials available for teachers of the classics. The list is divided into categories of World History, Ancient Civilizations, Greco-Roman Civilization, Greek Civilization, Post-Classical, for Elementary Schools, and Miscellaneous. The categories are subdivided by the form of the audiovisual aid. Included in these forms are films, filmstrips, slides, transparencies, maps, games, graphics, replicas, recordings, pictures and posters, multi-media spirit masters, charts, student activities materials, activity cards, buttons and jewelry.

KEY: Reference.

Value of the Classics. American Classical League Publication. Oxford, Ohio: American Classical League, no date.

This is a listing of forty-three items which illustrate some of the values passed on through the study of Latin. The materials include mimeographed lists, outlines, pamphlets, play scripts, and books. The items are collected and made available through the ACL at minimal cost. They are teacher resources primarily, but many can be used effectively in the classroom to stimulate interest in the non-linguistic aspects of Roman culture.

KEY: A.1,2,3; B.1,2; C.1,2

Vergil and Mythology. American Classical League Publication. Oxford, Ohio: American Classical League, no date.

This is a list of resource materials to assist those teaching Vergil, the Aeneid, or mythology. Several plays are included; there are also time lines for activities in the Aeneid, quizzes, tests, outlines, and suggestions for approaches to the study of Vergil (ehtics, rhetorical figures, Vergil as magician, diaries, or Juno's 'point of view").

KEY A.3,4; B.1,2; C.1,2.

Word Study and Derivation. American Classical League Publication. Oxford, Ohio: American Classical League, no date.

This is a list of materials which the ACL makes available at minimal cost. All items on the list are related specifically to derivations from Latin (and Greek) or the study of groups of words with related roots. Seventy-two items are offered and descriptive titles indicate the possible uses for the materials. Forms of materials available include

mimeographed lists, booklets, posters, and games.
KEY: A.1,2,3; B.1,2; C.1,2

II. REFERENCE WORKS

Adcock, F.E. Roman Political Ideas and Practice. Ann Arbor, Michigan: The University of Michigan Press, 1969. This is a study of Roman political life from the early kings, through the Republic, to the age of the dictatorships.

Arnott, Peter. The Romans and Their World. New York: St. Martin's Press, 1970. This is a very readable account of the Romans and their empire. It has excellent translations included.

Distler, Paul F. Teach the Latin, I Pray You. Chicago, Illinois: Loyola University Press, 1962. An outstanding resource text for methodology in teaching Latin.

Dudley, Donald R. The Civilization of Rome. New York: New American Library, 1962. With sixteen pages of illustrations and four maps, Dudley's narrative provides an excellent background sense for what Roman civilization was like.

Esler, Carol C. Roman Voices. Everyday Latin in Ancient Rome. Detroit, Michigan: Advancement Press of America, Inc., 1974. This is a superb collection of graffiti, inscriptions and epitaphs organized thematically with introductions to each topic. It is an excellent resource for editing and adapting Latin readings for the teaching of everyday life.

Hamilton, Edith. Mythology. New York: New American Library, 1958. A standard short reference guide is provided for identifying the stories of ancient Greek and Roman mythology.

_____. The Roman Way. New York: W.W. Norton and Co., Inc., 1932. A classic study by one of the early great scholars in the study of ancient civilizations. Despite its age, it remains a fine resource because of its exceptional narrative style.

Kagan, Donald. The Roman World. Problems in Ancient History, Vol. II. London: Collier-Macmillan, Ltd., 1966. This is a more academic and scholarly analysis of Roman history. Its clear chapter divisions and analysis make it a useful reference tool, especially for verifying the facts of more popular treatments.

Nichols, Roger and McLeish, Kenneth. Through Roman Eyes. New York: Cambridge University Press, 1976. This text provides English translations of Roman authors, connected by short transitions, which offer an unusual look at several aspects of Roman life.

Pearl, Joseph. Companion to Cicero. New York: College Entrance Book Company, 1959. Necessary background for the reading of Cicero is provided by this text.

Zimmerman, J.E. Dictionary of Classical Mythology. New York: Bantam Books, 1964. As the cover quote notes, this text contains "Over 2,000 entries with simple, complete explanations of classical myths, heroes, authors, works, place names, and symbols." And a bibliography of recommended translations of Greek and Latin prose and poetry.

III. PROFESSIONAL PERIODICALS FOR LATIN TEACHERS

The Classical Journal. Published by the Classical Association of the Middle West and South from October through May. It includes scholarly articles, book reviews, and special articles on pedagogy.

The Classical Outlook. Published by the American Classical League, Miami University, Oxford, Ohio from September through May. It contains articles on the teaching of Latin, scholarly articles, regular book reviews, and advertisements pertinent to the teachingof Latin.

Classical World. Published by the Classical Association of Atlantic States, Fordham University, New York, N.Y. This journal is aimed at college and secondary school teachers. It includes helpful features such as a bibliography on audio-visual materials, paperback books, and textbooks.

Foreign Language Annals. Published by the American Council on the Teaching of Foreign Languages, quarterly. This journal is designed for teachers of all foreign languages classical as well as modern. The bulk of its material, however, deals with modern languages.

Pennsylvania Classical Association Bulletin. Published by the P.C.A., this journal contains news items, articles on pedagogical matters, announcements, and occasional book reviews.

Philadelphia Classical Society. This organization has no regular publication, but it does produce various bulletins and newsletters which are sent to members, and would be of interest to a secondary level Latin teacher.

Torch U.S.A. This is the publication of the Junior Classical League, a federation of Latin clubs throughout the country. It has no teaching material, but is an excellent resource for students, who make up the League's membership.

SUMMARY

The purpose which motivated this study was to produce a list of resources for teaching Latin which went beyond the standard grammars, readers, and other traditional texts in order to "bridge the cultural gap" and help make Latin a "living language" for students. This meant that the project was limited to the collection, classification and evaluation of sources which were focused on this goal, even if not self-consciously so intended by their authors. For that reason much material that would be helpful to Latin teachers was not included, such as drill sheets, conjugation and declension exercises, practice on constructions, etc.

The research produced a surprising number of sources for the type of material desired, and most were of reasonably high quality, constructed with objectives, activities, and evaluation procedures. The classification system devised was quite basic and might be refined in the future in order to differentiate more clearly the variety of materials produced as supplemental teaching aids. Nevertheless, within the major categories listed it became evident that the main approach by teachers producing these aids was what might be termed "untraditional"; that is to say, teachers have recognized the need to engage student interest and thus have resorted to the imaginative and creative use of language games, puzzles, and graphics. Even more important, emphasis has been placed on using more spoken Latin in the classroom.

The key has been to increase student involvement, often with more than one sensory stimulus employed. The older, more traditional approach which used narrative and poetic texts almost exclusively has not been abandoned--it remains the foundation on which the more adventuresome activities have been built.

As can be determined by referring to the B category in the KEY, many of the supplementary materials did include both historical and contemporary components. These activities and resources generally "bridged the cultural gap" effectively. Those materials which were of a purely historical nature could not do so, though a few of the activities were highly motivational to the point where the student's participation would be as active as if the activity had been a culturally relevant one.

Several of the activities made no attempt to draw on historical foundations and were purely contemporary in origin (many of the dialogues and the comic books). These activities cause the students and their teachers to create dialogue and to think in Latin thus effecting a contemporization of a "dead" language.

Not only has there been an increased enthusiasm for and appreciation of the humanities approach to Latin and foreign language learning, but also there has been measurable improvement in the English vocabulary and reading skills of the students in the programs. The better vocabulary and reading skills have also resulted in better translation

skills (studies from school districts of Detroit, Philadelphia, and Texas).

CONCLUSION

Despite the number of available supplemental materials, it is apparent that much more can be done. If materials are indeed to remain "contemporary", production of supplemental teaching aids must be an ongoing process. Having a central "clearing house" for ideas and a forum for sharing them would facilitate this much needed work. For the past few years the American Classical League has served this purpose and has included in its publication, The Classical Outlook, a regular section devoted to work submitted by teachers for teachers. This has spurred the ongoing production of teaching aids. Many of the entries cited in this project come from the American Classical League's Teaching and Resource Center. What is needed now, however, is a standard system of classification and evaluation, along with a permanent record of material produced so that past efforts are not lost and future work encouraged.

RECOMMENDATIONS

Among the difficulties in doing a research project of this type were: 1) the relatively small number of professional journals devoted to the Latin language; 2) the production of pamphlets, worksheets, booklets, etc., by individuals and not published officially or catalogued (yet available from sources made known to Latin teachers in informal ways); 3) the variety of material produced; 4) the lack of any standards for publication (note the many materials printed without citing date, publisher, or source--yet available through well-known organizations like the American Classical League). Some of these difficulties are due to the relatively small number of Latin courses offered in schools, even when compared with other foreign language curricula. Yet some of the problems faced in the search for supplemental teaching aids could be overcome.

In the course of exploration of the availability of resources for this study it became clear that some bibliographic work had been done in the past (see the attached appendices). Because no standard format has existed for classifying the variety of supplemental teaching aids produced for Latin teachers, however, the scope and usefulness proved limited. Even the American Classical League, which is the only well-known national center for the publication and dissemination of classical teaching aids, lacks a clearly defined system of classification and evaluation.

A possible answer of great benefit to Latin teachers would be the adoption of a standard classification system for supplemental aids. If this were coupled with a descriptive method of evaluation, also standardized in terms of specific criteria, and all publications entered on a permanent catalogue list, much of the time spent by teachers searching for resources would be eliminated.

This project is limited to classification and evaluation of printed matter. It would be extremely helpful to do a similar study of the wealth of audiovisual material that exists for classical subjects. Here again the problem would be providing appropriate categories to systematize and make more readily accessible the variety of audiovisual aids produced. Many are only ancillary to the study of language (e.g., on Roman culture, history, politics, etc.); yet they are necessary to provide context for Latin language education.

Given the number of bibliographic texts available, another important task would be to cross-check and synthesize these efforts in order to provide an up-to-date list of resources. One can also easily envision the development of a computer program designed to aid in this task and to make future updating simpler while at the same time providing quicker access to the material.

Methods of communication among Latin teachers already exist (professional associations, national conferences, regional workshops, the ACL, newsletters, etc.). Hence the task is for someone to pursue the recommendations offered here, and others like them, in a formal way by providing

the necessary organizational starting point for an eventual improvement in the creation and publication of supplemental resources for Latin.

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APPENDIX A

This annotated bibliography was submitted by Lorraine A. Strasheim, and is helpful in many different courses.

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A BIBLIOGRAPHY ON ROMAN DAILY LIFE

J.P.V.D. Balston. Life and Leisure in Ancient Rome. London: The Bodley Head, 1969.

A readable account of how Romans lived. Contains such entries as "The Shape of the Day" which help students to integrate their learnings about life in ancient Rome.

Jérôme Carcopino. Daily Life in Ancient Rome. Translated from the French by E.O. Lorimer. New Haven, Connecticut: Yale University Press, 1940, 1975.

An extremely thorough study of every aspect of daily life. Probably better suited to teacher and advanced student use.

Marilyn Chase. Rome I (The Republic) and Rome II (The Empire). Illustrated by Helen Hausner. St. Louis: The Milliken Company, 1970.

There are 12 full-color transparencies and 12 spirit masters in each book. Book I contains: Map of Italy in the Sixth Century, B.C., Etruscan Heritage, Duel with Carthage, Republican Government, Statesmen of Republican Rome, Roman Religion, Working Poor, Domestic Life, Roman Forum, Roman Law, Roman Army, and Julius Caesar, Reformer. Book II includes: The Triumph of Augustus, Pax Romana, The Good Emperors, Master Builders, Pleasures of the Arena, Roman Art, Roman Literature, Diocletian/s Division of the Empire, Constantine the Great, Christianity Triumphs, The Fall of Rome in the West, and Barbarian Kingdoms and the Byzantine Empire.

William Stearns Davis. A Day in Old Rome. New York: Biblo and Tannen, 1923, 1959.

Although the style may trouble some teachers and students, this book contains the answers to all those "little" and practical questions people always have about ancient Rome life.

Mary Johnston. Roman Life. Glenview: Illinois: Scott, Foresman and Company, 1957.

This standard work contains information on all facets of Roman daily life--Roman houses, families, names, marriage customs, education, slavery, clothing, food, religion, and so on. The book is appealing because of its many excellent illustrations.

Roger Nichols and Kenneth McLeish. Through Roman Eyes. New York: Cambridge University Press, 1976.

English translations of Latin authors skillfully connected by short transitional narratives to provide an unusual look at seven aspects of Roman life--The Roman Mind, Myth, Magic and Religion, Town and Country, At War, Ordinary People, The Women of Rome, and Mistress of the World. This book is a good "read" for students and teachers alike.

Ugo Enrico Paoli. Rome: Its People, Life and Customs. Translated from the Italian by R.D. Macnaghten. London: Longman Group Limited, 1950.

A superb reference, well illustrated with some excellent quotations from the Romans. It is probably best suited to teacher and advanced student use.

APPENDIX B

Rather than duplicate the work of others by including their lists in full this Appendix will point the reader to helpful bibliographies compiled previously and available through ERIC Document Reproduction Service. Full publishing information for each bibliography referred to is listed in the BIBLIOGRAPHY of the study.

Paul M. Glaude, et al. produced a list of readers and supplemental materials which included modern fiction novels written on Roman themes. Also provided was a list of teacher aids such as calendars, cards, coins, games, etc.

Rudolph Masciantonio included a bibliography with his guide for "Artes Latinae." He listed publications available to students and teachers (journals, newspapers, etc.), reference books to keep on hand, books on teaching language, and translations of selected classic works.

A bibliography which includes sections on "New Approaches to Teaching Latin" and "Linguistics (Practical Usage, Word Study, and Derivation)" was of particular interest to this study. It was published in Oklahoma by Patricia Hammond, et al..

Another lengthy but excellent bibliography was published in a paper by Margaret Forbes. In addition to the "Further Reading List", which is of interest because of the many references listed for poetry study, there is an extensive annotated survey of supplemental readers.